



Langtree School Trustees

Equality and Diversity Policy

LANGTREE SCHOOL ACADEMY TRUST COMPANY
 AN EXEMPT CHARITY LIMITED BY GUARANTEE
 COMPANY NUMBER 7980335

In this policy as in all documents of The Langtree School Academy Trust Company (“TLSATC”) any reference to Langtree School, School, Trustees of Langtree School or Trustees of Langtree School Academy Trust Company is a reference to The Board of Directors of The Langtree School Academy Trust Company and any reference to the Headteacher of Langtree School is a reference to the Chief Executive Officer of TLSATC.

STATUS:			
RECOMMENDED		STATUTORY	
REVIEW FREQUENCY		4 YEARS	
DATE OF POLICY		February 2024	
DATE OF LAST REVIEW		Feb 2024	
REVIEW DUE		Feb 2028	
COMMITTEE		Pastoral and Community	
Signed: Chair of Trustees			

1. Aims and Values
2. Leadership, Management and Governance
3. Staff recruitment and development
4. Community Cohesion
5. Pupil Admissions
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1. Aims and Values

Langtree School's core values are courtesy, respect and integrity. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of age, sexual orientation and gender, race, colour, religion or disability. We endeavour to promote positive relationships with parents, trustees and members of the wider community.

At Langtree School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

This policy outlines the school's aims, including its obligations under the Equality Act 2010 as outlined in Appendix A.

We aim to:

- provide a secure environment in which all our students can flourish and achieve the five outcomes: be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being
- provide a learning environment where all individuals feel a sense of belonging
- prepare students for life in a diverse society in which children are able to see their place in the local, regional, national and international community
- include and value the contribution of all families to our understanding of equality and diversity
- provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age
- plan systematically to improve our understanding and promotion of diversity; actively challenge discrimination and disadvantage
- make inclusion a thread which runs through all our activities.

2. Leadership, Management and Governance

It is the Trustee's responsibility to:

- ensure that the school complies with equality legislation

- meet requirements to publish equality data and objectives
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans
- scrutinise the recording and reporting procedures at least annually
- follow the LA's admissions policy, which is fair and equitable in its treatment of all groups
- monitor attendance and ensure appropriate action is taken where necessary
- have equal opportunities in staff recruitment and professional development and membership of the Trustees
- provide information in appropriate, accessible formats
- be involved in dealing with serious breaches of the policy

The Headteacher

It is the Headteacher's responsibility to:

- implement the policy and its strategies and procedures
- ensure that all staff receive appropriate and relevant continuous professional development
- actively challenge and take appropriate action in any cases of discriminatory practice
- deal with any reported incidents of harassment or bullying in line with LA guidance
- produce a report on progress for trustees annually.

The Pastoral System will:

- ensure the formation of positive relationships regardless of individuals' personal situations
- address issues related to protected characteristics within the programmes of Personal Social Health Education, school procedures and policies for dealing with misbehaviour and bullying
- ensure equal opportunities to participate in trips or other extra-curricular activities
- make positive attempts to assist disadvantaged students
- communicate with parents regarding equal opportunities issues that affect the education and welfare of their children.

Curriculum Leaders

Curriculum leaders will ensure that:

- the curriculum will be balanced, objective, free from bias and sensitive to the need to support a diverse and tolerant community
- the content will aim to counter stereotyping
- the criteria for organising teaching groups will be clear, consistent, and in accordance with the principles of this Equality Policy
- departments will also support tutors and Head of Years in making every effort to ensure that students who join the school in the middle of a year or course are given the opportunity to catch up with work not covered.

All Staff

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
- identify and challenge bias and stereotyping within the curriculum and in the school's culture
- promote equality and good relations and not discriminate on grounds of race, gender,

- religion, age and sexual orientation
- promote an inclusive curriculum and whole school ethos which reflects our diverse society
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources
- Endeavour to deal with issues surrounding a young person's identity with sensitivity and to only discuss these issues with others on a need to know basis.

3. Staff recruitment and development

Staff recruitment follows the guidelines set down below. The school actively seeks to promote the career development of all, regardless of a person's protected characteristics.

- all vacancies shall be advertised either internally on the school bulletin or externally
- the advertisements shall be supported by a job description and person specification
- advertisements for staff shall be checked to avoid inadvertent discrimination or stereotyping
- a standard application form shall be used and shall avoid questions of nationality, place of birth, marital status, dependents, ethnic origin and religion. Such information when supplied for monitoring purposes and will not be used for selection purposes.
- the job description and person specification shall be used to provide a checklist to select the short or long list for interview
- interviews shall be carried out by more than one person
- interview questions shall be based on the job description and person specification and questions will be scrutinised for fairness and inadvertent discrimination
- reasons for selection and rejection shall be recorded at each stage of the selection process and these records kept for three years.

Promotion

All staff shall be given equal opportunity to apply for promotion as vacancies occur. Policies and guidelines for recruitment apply equally to internal applicants.

Staff development

Opportunities for training and professional development shall be shared equally amongst all staff. Training records are held by the Assistant Head with responsibility for Teaching and Learning and the School Business Manager.

4. Community Cohesion

We are committed to supporting community cohesion by:

- developing an appreciation of the diversity of people's backgrounds and circumstances
- creating opportunities for all learners to achieve their potential
- building strong and positive relationships

5. Pupil Admissions

The school seeks to ensure that students seeking admissions will not be debarred on the grounds of any protected characteristics or for any other reason that cannot be justified. Within the school environment, we aim to ensure that students with disabilities are not disadvantaged due to difficulties in access to rooms or to specialist equipment.

In accordance with legal requirements, the ethnic make-up of the school population is monitored on student admission records and staff application for posts.

6. Extended services:

- we have good links with other schools, locally and regionally
- teachers have links with other schools and promote good role models when interacting with staff from other schools, through a range of activities
- learners have a strong voice and opportunities to take responsibility through our Student Council, Student Mentor and Student Leaders programme
- we engage parents through a range of activities, consultation evenings and parent forums to name but a few
- we have strong links with external agencies including social services, Child and Adolescent Mental Health Service (Camhs) and police
- we build networks and partnerships between services to encourage joint thinking and sharing of skills
- we raise awareness in the community about the range of services on offer at the centre and locally.

7. Concerns

- Concerns over equality, equity and diversity are internally logged by the Deputy Headteacher
- The Deputy Headteacher has responsibility for the monitoring and outcomes of incidents. This information will also be reported to the Pastoral Committee of the Governing body
- The Equality Information and Objectives document will be maintained and used to monitor the school climate in relation to this policy
- Caregivers who have concerns about equality, equal opportunities, and issues that affect the education and welfare of their children are encouraged to contact the school
- Students who have concerns about equality and equal opportunities are encouraged to talk to a member of staff, use the Report a Concern on the student section of the website or raise any concerns through student council
- Staff concerns may be pursued through line management or development group meetings. Serious concerns regarding the application of the Equality Policy should be referred to the Deputy Head or Head.

7. Monitoring and Quality Assurance

Each student's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status to ensure equality.

In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (e.g. lesson observations, learning walks and book scrutinies.)

The data collected is used to inform further school planning, target-setting and decision-making. In

attempting to recognise the impact of disadvantages on students, Langtree School analyses pupil achievement to identify vulnerable individuals or groups. A key measure is the progress pupils make from the point when they join the school at the start of Year 7. Progress data is collected and analysed to track the progress of every pupil. We also measure Attitude to Learning, which is broken down into 4 descriptors and graded on 4 levels.

Incidents of bullying are recorded, monitored and acted on in line with our Anti Bullying Policy Attendance is also measured as a percentage from the start of the school year.

9. Policy Planning and Review

Whilst we have a duty to develop and publish equality schemes in relation to both gender and disability, we at Langtree School are considering all aspects of diversity and equality in this comprehensive policy.

When reviewing all policies, we have due regard to equality and inclusion.

Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual students / cohorts.

10. Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Trustees and LA as required.

10. Links with other policies:

- Equality Data and Objectives
- Anti Bullying Policy
- PSHE/ Relationship and Sex Education (RSE)
- Complaints Policy

Appendix A Overview of the Equality Act 2010 (the "Act")

Protected Characteristics

The Act enshrines the principle that everyone has the right to be treated fairly and protects people from discrimination on the basis of any of the following "protected characteristics":

- Age - refers to a person belonging to a particular age (e.g. 32-year olds) or range of ages (e.g.18-30)
- Disability - a person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities
- Ethnicity - The fact or state of belonging to a social group which has a common national or cultural tradition.
- Gender Reassignment - the process of transitioning from one gender to another
- Marriage and Civil Partnership - Civil partners must not be treated less favourably than married couples
- Pregnancy and Maternity - The physical state of being pregnant and 26-week period after birth
- Religion or Belief – religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
- Sex – a man or a woman
- Sexual Orientation – whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Types of Discrimination

The Act prohibits the following treatment in respect of people with protected characteristics:

- Direct discrimination - where someone is treated less favourably than another person because of a protected characteristic.
- Associative discrimination - this is direct discrimination against someone because they are associated with another person who possesses a protected characteristic.
- Discrimination by perception - this is direct discrimination against someone because others think that they possess a particular protected characteristic. They do not necessarily have to possess the characteristic, just be perceived to.
- Indirect discrimination - this can occur when a rule or policy that applies to everyone, disadvantages a person with a particular protected characteristic.
- Harassment – unwanted conduct that has the purpose or effect of violating someone's dignity or that is hostile, degrading, humiliating or offensive to someone with a protected characteristic or in a way that is sexual in nature
- Victimisation - this occurs when someone is treated badly because they have made or supported a complaint or grievance under the Act.

The Public Sector Equality Duty

The school has a duty to have regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it, by removing or minimising disadvantages suffered by people with protected characteristics, taking steps to meet the needs of those people where such needs are different from people who do not share those characteristics, and encouraging protected groups to participate in activities where participation is disproportionately low, and
- foster good relations between people who share a protected characteristic and people who do not share it by tackling prejudice and promoting understanding between people who share a protected characteristic and others.